TYPE OF STRUCTURE	MEMBERSHIP	PURPOSE
Vertical Teams	Group of educators from various grade levels in a given discipline. In addition to teachers, vertical teams also may include counselors, principals, special education or elective teachers (art, music, physical education) or other school officials.	Develops and implements a vertically aligned program aimed at helping more students acquire the academic skills necessary for success. Typically one of two types: a) Vertical advanced placement (AP) teaming or AP teaming, which seeks to prepare students for advanced, or AP courses. b) Transitional Vertical Team that works together to develop a curriculum that provides a seamless transition from grade to grade. This method focuses on sequencing, or linking elementary curriculum with middle level curriculum and middle level curriculum with high school curriculum.
Horizontal Teams	Group of educators from the same grade level or a given discipline.	Develops and implements a horizontally aligned program aimed at helping more students acquire the academic skills necessary for success.
Inquiry Teams	Diverse, cross-role teachers, non-classroom-based instructional staff (e.g., coaches, counselors, librarians) and administrators	Examines the performance problems of selected or targeted populations of students with the goal of identifying instructional "change strategies" that will improve their performance by using performance data and other information to diagnose and monitor student learning and to make recommendations for changes in any aspect of the school to help close the achievement gap and improve student outcomes
Data Teams	Grade or content level teachers and administrators	Supports assessment literacy by collaboratively analyzing data from multiple data sources, primarily common formative assessments, identifies strengths of learning and obstacles to student learning and determines instructional research-based instructional strategies that will best address student and learning objectives. Analyzes and monitors the effectiveness of the instructional strategies selected and implemented by examining student performance data that was measured using common assessments.
Grade Level/Department Teams	Teachers within a grade level or teachers who teach the same subject or related subjects and are members of the same department	Plans and discusses lesson delivery (based on curriculum-embedded assessment data) for an adopted program in a content area (e.g., use of regularly scheduled meetings focused on lesson delivery).
Instructional or Content Teams	Building administrator(s), content area coaches or coordinators (e.g., literacy, math, technology), classroom teachers and school specialists	▪ Plans for effective implementation of a model or program and maintains the quality/integrity of the program; ▪ Makes decisions about the best practices for content area instruction in their school based on a common understanding of literacy theory and current research; ▪ Develops efficient schedules for collecting, submitting and analyzing assessment data related to the content; ▪ Coordinates training and continued professional development for classroom teachers; and. ▪ Communicates about the implementation of the model or program and the progress of the students.
Project Teams	Staff within one functional organization or members from many different functional organizations. A cross-functional team has members from multiple organizations.	The project team assigned to work on the deliverables of a project, with each member of the team helping achieve the project objectives. The team is collectively responsible for: ▪ Understanding the work to be completed; ▪ Planning the assigned activities in more detail if needed; ▪ Completing assigned work within the budget, timeline and quality expectations; and ▪ Proactively communicating status, and managing expectations.
Quality Improvement Teams	Multi-skilled staff	Group charged with the responsibility of improving a production process or designing a new one.